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ABSTRACT

Planned as part of a post-master's level course in the administration of federal special libraries, this resource log is the student's personal workbook for use during his participation in the "Governmental Library Simulation." The student is assumed to have a master's degree and some introductory experience in administration. The log introduces the student to the simulation method, provides 12 problem situations for role-playing, and assists the student in self-evaluation. The materials are intended for class use and are not appropriate for individualized study. (Author/PF)

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Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers

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COURSE I

THE GOVERNMENTAL LIBRARY SIMULATION

FOR THE STUDY OF ADMINISTRATION OF A SPECIAL LIBRARY

PART II

PARTICIPANT'S RESOURCE-LOG

Martha Jane K. Zachert, Ph.D.

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IR 001 927

Catholic University's continuing education courses in library science at the post-MLS level have been developed through the creative assistance of many colleagues. Following is a partial list of those contributors (the affiliations indicated are those just prior to, or during, their association with the project.)

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The Catholic University of America's Continuing Education Project in Library Science

The Catholic University of America's Continuing Education Project in Library Science has as its major goal the development of courses adapted to present and future library job requirements. The course materials are designed to meet the actual on-the-job needs of middle and upper-level library personnel who have completed a master's degree in library science and who have gained practical experience in a library environment.

Three courses have been developed by the project: Human Resources in the Library System, The Governmental Library Simulation for the Study of Administration of a Special Library, and Application of Computer Technology to Library Processes. For each set of course materials, the data base which was used was provided by Phase I of the research project,[1] which concentrated on an analysis of job dimensions and educational needs of middle and upper-level library personnel who had a master's degree in library science.

Of the 78 courses to which the respondents in the study reacted, the highest demand was for courses in automation, administration of the governmental library, administrative policies and practices, and human relations in library administration. In the project the assumption was made that curriculum planning for post-MLS courses should combine judgments not only of those performing the jobs, but also of top-level administrators who are setting the standards for hiring and promotion and are in key positions to know what libraries need in additional competencies for personnel in order to meet adequately the needs of clients in a time of great societal and technological change. The top-level library administrators thought the courses most

[1]James J. Kortendick, and Elizabeth W. Stone. Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. Final Report, Phase I. (Washington, D.C.: Department of Library Science, The Catholic University of America, 1970) (ED 038 985). Subsequently revised and republished as Job Dimensions and Educational Needs of Middle and Upper-Level Library Personnel (Chicago: American Library Association, 1971).

needed at a level beyond the curriculum of the master's degree program in library science were: human relations in library administration, administrative policies and practices, policy formation and decision making, and automation of library processes.

Through the use of a job inventory, the survey also ascertained what activities the librarians were spending most of their time doing and what activities they considered most important in the performance of their jobs. Far outranking any other activity in the dimensions of both time and importance was : directly supervising and guiding subordinates. The rating by the respondents of the 223 job activities covered in the inventory provided valuable data for determining how much emphasis should be given to different concepts that are presented in each of the three courses that have been developed.

Findings from the questionnaire and the interviews conducted during Phase I of the project shed considerable light on necessary attributes of formal courses at the post-master's level if they are to appeal to practicing librarians. High quality programs and practical courses relevant to their present positions were the two curriculum-centered conditions that were mentioned most often by the respondents. From the free response answers of librarian respondents and their supervisors, it was apparent that quality was equated with interdisciplinary and systems oriented course content which would provide for a wide range of instructional strategies including a multi-media approach. Or, as one respondent expressed it: "New programs should be just that -- new -- based on innovative methods which make full use of the educational technology concepts available today." The criteria put forth by the librarians themselves have served as the guidelines for those developing the three courses which constitute CUA's Continuing Education Project. For example, The Governmental Library Simulation uses simulation as its mode of teaching, while the course Human Resources in the Library System employs a wide variety of structured experiences related to on-the-job library problems.

Throughout, a systems approach has been used which has facilitated the integration of knowledge from many sources with concerns of a particular course. Use of a systems approach in the development of these courses has also involved: (1) specification of behavioral objectives based on actual on-the-job learning needs; (2) assessment of student repertories; (3) development of instructional strategies; (4) testing; (5) revising instructional units (validation); and (6) packaging the course which is to be

administered. Thus, the learning experiences have been designed to produce the behavior specified for each course.

On page iv are the names of our colleagues who have helped in the development of these courses especially designed for librarians at the post-MLS level. Some of them worked on a full-time basis for a given time span; others were part-time or occasional consultants, contributing to some aspect of a course, but all were valued and dedicated collaborators who deserve the gratitude of everyone who cares about the continuing education of librarians and the improvement of library service.

CUA's Continuing Education Project, officially entitled "Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers," and emanating from the University's Department of Library Science, has received financial support from the Bureau of Research, United States Office of Education and The Catholic University of America.

Rev. James J. Kortendick, S.S.
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PARTICIPANT'S RESOURCE-LOG

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*This Communication is To Be Supplied as part of the classwork.

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*This communication is To Be Supplied as part of the classwork.

PARTICIPANT'S RESOURCE-LOG

PREFACE

The Participant's Resource-Log is the student's personal workbook for use during his participation in the Governmental Library Simulation. This simulation has been planned as the basis for a course in the administration of federal special libraries. It is a continuing education course for librarians who already have a master's degree and some introductory experience in administration. As an advanced course, the Governmental Library Simulation does not explicate or repeat a basic introduction to administration. Rather, it is assumed that the student has had such a basic course, and the GLS emphasizes only those skills identified by a sample of federal special librarians as ones that require additional study and practice as the individual moves up the administrative ladder. Depending on the nature of his introductory course in administration and the lapse of time since he took that course, the student may wish to review basic principles of administration before beginning this course. If so, he will find suggestions of up-to-date textbooks and monographs in the accompanying Federal Library Model, Document J.

The Participant's Resource-Log will introduce the student to the simulation method, will provide him with the materials he will need to participate in the Governmental Library Simulation, and will assist him in evaluating his own experiences. The Federal Library Model has been designed as a framework for the Governmental Library Simulation problems and should be read and used in conjunction with the Participant's Resource-Log. All of these materials have been designed for class use under the direction of an experienced teacher, and are not appropriate for individualized study outside a class situation. This is not to say that there is no need for personal study in a course taught by simulation methods. Indeed, it is the student's constant responsibility to prepare himself individually for teamwork in the solution of administrative problems. In this respect, the Governmental Library Simulation accurately portrays the true professional situation.

The author is continuing to study simulation methods of teaching and is very interested in student reaction to the method and to the GLS. Feedback from participants would, therefore, be most welcome and appreciated.

Martha Jane K. Zachert
Tallahassee, January 1971

CHAPTER I

INTRODUCTION TO A WAY OF LEARNING

A. THE GOVERNMENTAL LIBRARY SIMULATION

The Governmental Library Simulation is the framework within which you will experience learning in a way that may be new to you. Simulation study is characterized by the involvement of the learner in life-like situations, so that you learn by experience. GLS, in utilizing this approach to learning, provides you with actual descriptive and administrative documents about a hypothetical library in a hypothetical government agency. As the course proceeds, the agency and the library experience change and growth. Decisions must be made, plans must be designed, problems must be resolved. Your role in the course will be to act in the capacity of different members of the library staff, of management, or of the user group. Through you own actions and in interaction with other members of the class, you will gain experience and self-confidence in the performance of administrative tasks related to library planning, coordination of library activities, and the direction of library personnel.

B. SIMULATION STUDY

Action is the key word in simulation study. This way of learning is designed to provide you with opportunities for acting as if you were an administrator in a real library. Because the learning mode is simulation -- a representation of reality -- there is no risk to any actual organization. You are free to make decisions and to implement them or break them, to try out alternative solutions to problems, and then to try again in a way that would not be possible in an on-going, working library. No service can be interrupted, no client inconvenienced in simulation study. Time can stand still, fly quickly by, or back up as easily as in wishful thinking. Learning comes from your experiences in acting like various individuals involved in the administration of a library.

C. OBJECTIVES OF GLS

Simulation study is problem-oriented study. GLS provides experience with problems of administration in government libraries. At the conclusion of the course, the student should have greater facility in administrative behavior than he had before he experienced the course. Specifically, the student should be able to make a decision from among the alternatives. You, as the student, will be asked to demonstrate your ability before, during, and at the conclusion of the course. You yourself should be able to see that you are improving in these skills as you experience GLS.

The identification of alternate solutions to problems requires that you be able to identify the factors in a problem in a cognitive way. After having identified these factors, you must be able to project yourself in both a cognitive and humanistic way into the roles of the various individuals involved in the problem. In other words, you apply the theories from courses in administration and in human relations to actual situations, taking into account all aspects of every problem. In addition, making a decision from among the identified alternative solutions requires that you be able to justify your course of action.

The problems presented in GLS cluster around the administrative functions of planning, coordinating and directing the work of government libraries. These particular functions are emphasized because, in a study of problems of federal librarians[1], the librarians themselves expressed a need for further study in these areas. GLS has been designed, therefore, for use as a formal course in a continuing education curriculum for federal librarians in Civil Service grades 9 through 13. Other experienced librarians with similar responsibilities and similar continuing educational needs might also find the course useful.

D. LEARNING MATERIALS

The learning materials needed for GLS are included in this Participant's

[1]James J. Kortendick and Elizabeth W. Stone, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers (Washington, D.C.: Department of Library Science, The Catholic University of America, 1970). (USOE Project 8-0731)

Resource-Log and in the Federal Library Model. Orientation to the model library, the Library of the U.S. Department of Ecology, is provided through actual documents such as organization charts, floor plans, job descriptions, memos and excerpts from official papers. A description of the current situation at the time the GLS begins is also included. The main body of the Resource-Log includes, for each problem to be studied, a description of the problem, suggestions of ways in which you can prepare yourself to deal with the problem, and help for self-analysis of your behavior in relation to the problem. This workbook is, therefore, a resource for you in understanding the problem and dealing with it, and a log of your performance and self-analysis.

CHAPTER II

SIMULATION IN THE CLASSROOM

A. TECHNIQUES

The basic technique in all simulation teaching is that of putting you, the student, into a contextual role in which you will personally experience the problems under study. In GLS this is usually done in two ways: role-play and in-basket exercises.

Role-play, or enactment, is just what the words imply. After reading the background of the problem, you and other students assume the roles of the individuals involved in the problem. The starting point in time is defined and the role-play begins. All role-play is spontaneous; there are no scripts. In most instances you play yourself in the role; that is, you act as you think you would act in that situation. In some instances, for particular learning objectives, one or more members of the group may be asked to assume certain personality traits not ordinarily theirs, or you might be directed to act in a way that you would not act by choice. In instances in which you do not play yourself, you are simply helping to present an aspect of the problem to the rest of the students, and you should follow the teacher's instructions in the best way you can. The major value of role-play is in the practice you get in action and interaction.

In-basket exercises are examples of administrative paperwork. You receive in-coming correspondence, memos, phone messages, reports and other documents. You must decide how and when to respond to each. Some in-basket items require, in addition to the direct response, action and the initiation of other communications. In GLS role-play is usually used in the classroom, and in-basket exercises are usually used for assignments between class sessions.

B. THE TEACHER'S ROLE IN SIMULATION STUDY

In simulation study the teacher has to fill a new role, in addition to the traditional one of managing the course. In this new role, the teacher is

particularly concerned with making the course meaningful to each student in an individualized way. This means that role-play assignments will implement the teacher's understanding of your needs. If you can give the teacher further insight into your needs, this will result in more meaningful assignments for you. If the suggested means of preparation presented to you in this Participant's Resource-Log are insufficient or not what you need, you should let the teacher know. It then becomes the teacher's responsibility to use all available resources to help you.

The teacher will also fill the role of a consultant to the federal library depicted in GLS. This means that, during role-play or in-basket exercises, it is possible to call on a consultant to work with the library staff. If called on, the teacher steps into the role-play or responds to items deposited in the consultant's in-basket.

C. EVALUATION IN SIMULATION STUDY

As in all other kinds of formal study, evaluation of students is one of the teacher's most important responsibilities. Because preparation and in-class activities are so different in simulation study from traditional study, the evaluation is much more difficult. Suggestions have been made to the teacher about evaluation methods, and he should explain early in the course how he will evaluate and what kinds of evidence he is looking for. Generally speaking, the evaluation will be made in the context of the simulation. Teachers are urged, however, to offer students traditional pen-and-paper or oral examinations in case the student prefers these forms.

CHAPTER III

THE STUDENT'S ROLE IN SIMULATION STUDY

A. PERSONAL RESPONSIBILITY

As in any other kind of study, the student's role is to learn. This does not change because the nature of the preparation and of the classroom activities changes; in fact, the preparations and the classroom activities for simulation study are especially designed to make learning more relevant and meaningful for students. It is important that you understand the general configuration of the learning activities. The basic elements of this configuration are shown in Figure I.

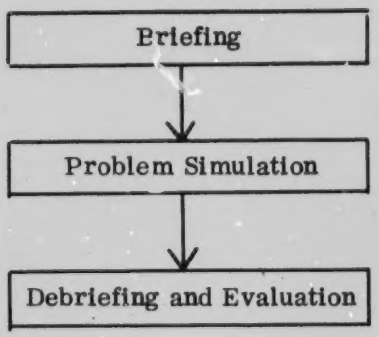


FIGURE I. BASIC ELEMENTS OF THE LEARNING SITUATION IN SIMULATION STUDY

Your major responsibility is to prepare for each problem simulation according to your self-perceived needs. The assignments made to the class as a whole are ones that present each problem situation. The presentation may be made in a short descriptive essay, in a scenario of an incident, or via in-basket items. These materials are printed in the Resource-Log, or, in a few instances, will be presented by the

teacher at the beginning of a class session. After you read the material you should decide for yourself whether you need to reinforce your knowledge of administrative theory, human relations techniques, library procedures, or background knowledge about the Department of Ecology and its Library. Depending on your self-perceived needs, you may take one or more of several actions as shown in Figure II.

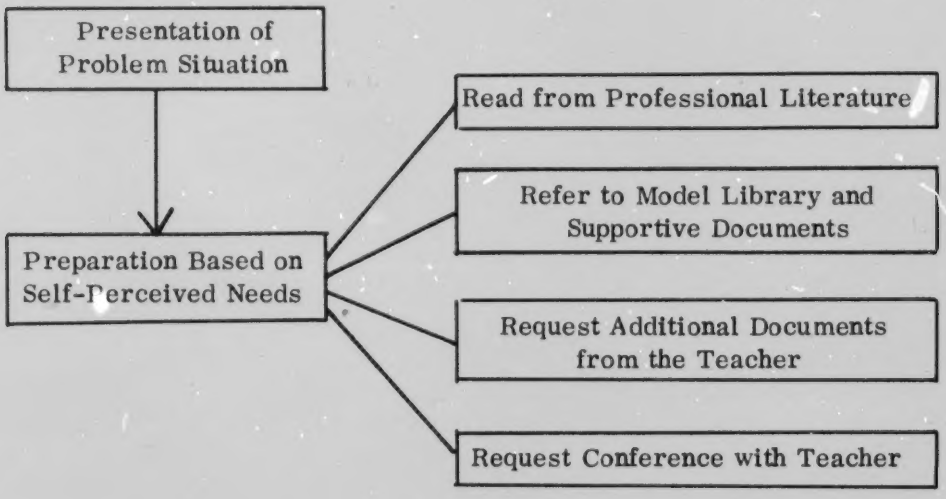

Presentation of Problem Situation
Preparation Based on Self-Perceived Needs
Read from Professional Literature
Refer to Model Library and Supportive Documents
Request Additional Documents from the Teacher
Request Conference with Teacher

FIGURE II. STUDENT PREPARATION CHOICES IN RESPONSE TO SELF-PERCEIVED NEEDS

There are two kinds of suggestions for preparatory reading, in the event you feel you need to review in this way. First, among the documents about the DOE Library in the Federal Library Model, there is a list of materials to be found on the "Professional Shelf" of the library. (Document J, page 32). These items (or similar ones) should be available in the library school library where you are studying. Some are monographs and reference works; others are indexes to professional journals. You should assume that, as a member of the staff of the DOE Library, these works are available to you at all times.

Secondly, following the problem presentation material in your Resource-Log, suggestions are made for specific readings of value in relation to the problem. This material, also, should be available to you in the library school where you are studying.

B. CLASS RESPONSIBILITY

It is assumed that in any class a variety of knowledge and skills will be available to the class through its members. It is assumed, also, that students will interact in preparation for problem simulations as well as during class sessions (unless, for specific reasons, the teacher instructs them not to do so). If, however, some needed knowledge or skill is not forthcoming, then the class must take action as a group. Several choices, as shown in Figure III, are available.

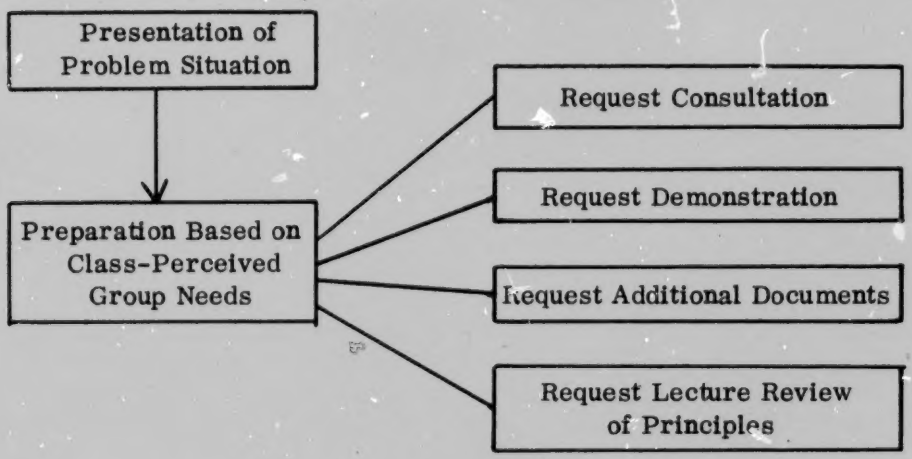


FIGURE III. STUDENT PREPARATION CHOICES IN RESPONSE TO CLASS-PERCEIVED NEEDS

These requests should be made to the teacher, who will evaluate them and respond in the best interests of the class according to his judgment.

C. ENTRY SKILLS

It is assumed that you bring three important skills with you to this course. If you do not, in fact, have such capabilities, you should delay taking the course until you acquire them.

The first necessary entrance skill is the ability to locate information relevant to a given problem and its potential solutions through standard reference works, professional literature, internal library files and human sources. Successful completion of one library science course

in ready reference materials and one course in administration (either the theory of administration or general library administration) will be accepted as evidence of this skill.

For those who wish to review, the following are recommended:

Standard Reference Works:

Coman, Edwin T. Sources of Business Information. Rev. ed. Berkeley: University of California Press, 1964.

Gates, Jean K. Guide to the Use of Books and Libraries. 2d ed. New York: McGraw-Hill, 1969.

Katz, William A. Introduction to Reference Work. New York: McGraw-Hill, 1969.

Shores, Louis. Basic Reference Sources. Chicago: American Library Association, 1954.

Winchell, Constance M. Guide to Reference Books. 8th ed. Chicago, American Library Association, 1967. Suppls.

Periodical Indexes:

Business Periodicals Index, 1958- .

Library Literature, 1936-

Professional Literature:

Ashworth, Wilfred, ed. Handbook of Special Librarianship and Information Work. 3d ed. London: Aslib, 1967.

Strable, Edward G., ed. Special Libraries: A Guide for Management. New York: Special Libraries Association, 1966.

Strauss, Lucille J., Irene M. Strieby, and Alberta L. Brown. Scientific and Technical Libraries: Their Organization and Administration. New York: Interscience, 1964.

The second necessary entrance skill is the ability to write administrative communications, both to originate and to respond to such communications. Successful completion of one course in the theory of administration will be accepted as evidence of at least minimal knowledge. In addition, a checklist is provided at the end of this chapter for those who wish to be reminded of the standards of good writing. If review seems desirable, the following is recommended:

U.S. Department of Health, Education, and Welfare
Getting Your Ideas Across Through Writing.
Washington, D.C.:Government Printing Office, 1950.
(Training Manual No. 7, $ .20)

The third necessary entrance skill is the ability to role-play. Success in role-play depends on understanding the normal roles of head librarian, reference librarian, acquisition librarian, procurement officer, personnel officer, and other individuals in the work environment. You must be able to imagine yourself in any of these roles and to act normally for you in the role. Sometimes a particular frame of mind will be required by the situation. Sometimes emotions will be aroused by the role-play. Act as you would act. If information-seeking questions are asked during the role-play, for which answers were not included in the problem presentation, you must be able to give normal answers from your imagination, without getting far afield into extraneous, bizarre or inconsistent fictionalization. You should be sufficiently conversant with the background material that you do not need to refer to it during role-play, expect as you would in an actual work situation. Finally, you should make no effort to theorize or project an ideal situation during role-play. Spontaneity, plausibility, normality are the hallmarks of good role-play.

D. SELF-EVALUATION

The ability to analyze one's own cognitive processes and action, and to evaluate them, is an invaluable asset to the administrator. To help you learn how to do this, each debriefing following problem simulation includes opportunities for self-evaluation plus opportunities for evaluation of the role-players by the group. In this way you can sharpen your skill by practice and by comparing your own analysis and evaluation with that of the group.

Participant's Resource-Log

Critique sheets accompany the first problem in the course. These should be completed in writing for the first few weeks of the course. Then, as you become more adept at the process, only reminders are included to help you think the evaluation over in your mind.

CHAPTER IV

PROBLEMS

Each of the following twelve problems includes an abstract of the problem situation on which a class session will focus, the information about role-playing, the suggestions for preparation, the sources for preparation, the communications related to the problem situation and a self-evaluation form.

The Director of the Governmental Library Simulation will prepare the schedule to be followed by the class and make the assignments of problems and roles. It is your responsibility to decide how much preparation you need and to prepare yourself accordingly.

Participant's Resource-Log: Chapter IV

PROBLEM 1

PLANNING LIBRARY CONSOLIDATION

Incorporation of the library of hold-out agency into the department library has been ordered and must be accomplished in a given period of time. Resistance is evident at the planning meeting. It is the intention of the department administrative officer that two initial goals will be accomplished at this meeting: (1) the department library mission statement will be revised to include the mission of the incoming library; (2) at least the policy, if not the details, of assignment of personnel from the incoming library to the merged library staff will be agreed on.

Roles:
- DOE Assistant Secretary for Administration
- OAES Administrative Officer
- DOE Personnel Officer
- DOE Librarian
- OAES Librarian
- DOE Library Secretary

Role-Play time: 30 minutes

Suggestions for Preparation: Review:

1. How to conduct a meeting.
2. How to take minutes.
3. Dynamics of participation in a group.
4. Statements relating to DOE Library.
5. Management of personnel reassignment.
6. Special library services.

Sources:

DOE Library Professional Bookshelf (Federal Library Model, Document J).
Ready reference tools.
"Objectives and Standards of Special Libraries"

Cantor, D.D. "Communications, the Personnel Approach," Personnel Journal 48 (May 1969), 337-339.

"How to Get the Most Out of Meetings," (Condensed from Direction, the CNA Magazine), Management Review 59 (February 1970), 39-43.

Lawrence, Paul R. "How to Deal with Resistance to Change," Harvard Business Review 47 (January-February 1969), 4-12, 166-76.

Levinson, Harry. "A Psychologist Diagnoses Merger Failures," Harvard Business Review 48 (March-April 1970), 139-147.

Morse, John J. and Lorsche, Jay W. "Beyond Theory Y," Harvard Business Review 48 (May-June 1970), 61-8.

Swope, George S. "Interpreting Executive Behavior," Management Review, 59 (April 1970), 2-14.

Tannenbaum, Robert and Schmidt, Warren H. "How to Choose a Leadership Pattern," Harvard Business Review 36 (March-April 1958), 95-101.

COMMUNICATION 1

memorandum March 20, 19x5*

to: Assistant Secretary of Environment

from: Secretary of Ecology
Office of the Secretary

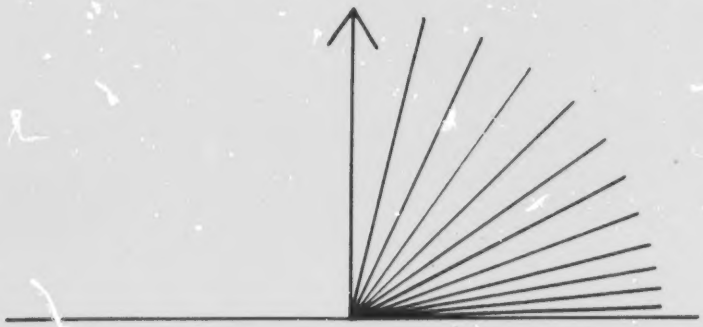
subject: Transfer of the Office of Aerial Environmental Surveys to the Department of Ecology

The enclosed memo from the Secretary of Space explains the reason for the transfer of OAES. Will you please manage this transfer and keep me informed?

Attachment

*The dating scheme for the simulation communications is an effort to avoid real dates which quickly appear out-of-date to students. Relative dates are, however, necessary for internal logic. Therefore, 19x0 was

COMMUNICATION 1 : ATTACHMENT



Department of Space

memorandum

Office of the Secretary
March 15, 19x5

to: Secretary of Ecology

from: Secretary of Space

subject: Transfer of the Office of Aerial Environmental Surveys to the Department of Ecology

The President's Commission on Efficiency in Government has recommended that the Office of Aerial Environmental Surveys be incorporated into the Department of Ecology. The President is anxious to accomplish the Commission's recommendations and has urged all agencies to begin implementation immediately. Since most activities will be under the direction of your Assistant Secretary for Environment, according to the Recommendations, we will be ready to cooperate in the transfer of OAES at any time and suggest that it be done by September 15, 19x5. If you can complete the transfer of all activities in a shorter time, it will be to our mutual advantage.

---

chosen as the year of founding the Department of Ecology and its Library. 19x1 was the first year of existence. At the time of the action we are in 19x5, the fifth year of existence. March 20 is a Wednesday.

COMMUNICATION 2

DOE
memorandum April 27, 19x5

to: Director, DOE Library

from: Assistant Secretary for Administration

subject: Transfer of the Office of Aerial Environmental Surveys to the Department of Ecology

The enclosed copy of a letter from the Assistant Secretary for Environment explains the transfer of OAES. Will you please manage the transfer of the Library and keep me informed?

To get things started, I will call a meeting in the near future with DOE and OAES administrative officers affected. I would like to discuss, at that meeting, revision of the DOE Library mission and DOE Library personnel assignments to incorporate the needs of this new unit.

COMMUNICATION 2: ATTACHMENT

Department of Ecology memorandum March 26, 19x5

to: Assistant Secretary for Administration
from: Assistant Secretary for Environment
subject: Transfer of the Library of the Office of Aerial Environmental Surveys from the Department of Space to DOE

I have been directed to incorporate the entire Office of Aerial Environmental Surveys into the Department of Ecology, primarily into the Office of Environment, as soon as possible. As you know, it is the policy of our Department to keep all libraries in the Washington area consolidated. Therefore, would you begin immediately to plan the incorporation of OAES Library into DOE Library?

The move should be completed by September 15, 19x5, sooner if possible. Keep me informed of any major difficulties -- a brainstorming session will probably bring forth fruitful solutions.

Participant's Resource-Log: Chapter IV

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

1. What do you understand the immediate goals of the meeting to be?

2. If you were chairman, how would you attempt to accomplish these goals?

B. After role-play: Role-players:

1. Were the goals of the meeting accomplished? Yes___ No___
   If no, why not?

2. Were you able to act as you think you would act in a similar situation? Yes___ No___
   If no, why not?

3. Thinking back over the role-play, was there anything you feel you should have done differently? Yes___ No___
   If yes, what? Explain.

C. After role-play: Observers:

1. Were the goals of the meeting accomplished? Yes___ No___
   If no, why not?

2. Which role-players took a leadership role in accomplishing the business of the meeting?

3. Which role-players did little to accomplish the business of the meeting?
   What could these role-players have done to improve their performances? Explain.

PROBLEM 2

PRESENTATION AND JUSTIFICATION OF RECOMMENDATIONS FOR REVISION OF LIBRARY SPACE

The Committee on Space Revision must present its recommendations for the physical accomodation of the OAES Library (services, materials, personnel) to the Head of the DOE Office of Administrative Services. With his approval the recommendations can then be sent through channels for final approval.

Roles: Head, DOE Office of Administrative Services
Director, DOE Library
Chief, Office of Documentation Services

Role-play time: 20-30 minutes

Suggestions for Preparation: Review:

1. Physical facilities for special libraries
2. Federal Library Model, Document D

Sources:

American Library Association. Problems in Planning Library Facilities. Chicago: American Library Association, 1964.

Anthony, L.J. "Library Planning," Handbook of Special Librarianship and Information Work. 3d ed. edited by W. Ashworth. London: Aslib, 1967, 309-364.

"If Your Office is Typical, It's a Bad Place to Work," Management Review 59 (June 1970), 47-51.

Participant's Resource-Log: Chapter IV

Laub, Kenneth D. "Tips on Leasing Office Space," Management Review 58 (November 1969), 36-41.

McDonald, J. "How the Man at the Top Avoids Crises," Fortune 81 (January 1970), 120-122.

Special Libraries, 1961-1965. [Series of articles on planning physical facilities.]

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:
   1. What do you understand the goals of this conference to be?

   2. How is the purpose of this conference different from the purpose of the meeting to plan the merger in Problem 1?

   3. If you were the DOE Library Director, how would you plan to accomplish the goals of this conference?

B. After role-play: Role-players:
   1. Were the goals of this conference accomplished? Yes___ No___
      If no, why not?

   2. Were you able to act as you think you would act in a similar situation? Yes ___ No___. If no, why not?

   3. Thinking back over the role-play, was there anything you feel you should have done differently? Yes___ No ___
      If yes, what? Explain.

C. After role-play: Observers:
   1. Were the goals of this conference accomplished? Yes___ No___
      If no, why not?

   2. What were the most life-like elements in the role-playing?

   3. What were the least life-like elements in the role-playing? Could these elements have been changed to make the role-play more lifelike?

   4. Did the documents brought to this conference actually help?
      Yes___ No___. If no, how could they have been improved?

   5. Were the problems of communication different from those in the merger meeting, or similar to them?
      Did the role-players communicate well or poorly?

Participant's Resource-Log: Chapter IV

PROBLEM 3

COORDINATION AND DIRECTION OF AN INTERN PROGRAM

A proposal for an intern program to develop professional personnel for the DOE Library, submitted over a year ago, is funded rather suddenly. Three interns have been selected and have arrived for work. Their first two weeks on the job they spend in a training institute for new Federal library employees. This institute is held at the department library of the Department of Space. During this time, the DOE Library staff must make specific plans for the utilization of the interns. The Library Director calls his four chiefs into a planning session for this purpose.

Roles: Director, DOE Library
Chief, Documentation Services
Chief, Bibliographic Services
Chief, Circulation Services
Chief, Technical Services

Role-play time: 30-40 minutes

Suggestions for Preparation: Review: Principles of Internships

Sources:

Berkner, D.S. "Two Library Work-Study Programs in the Boston Area," College and Research Libraries 28 (March 1967), 120-128.

Connor, J.M. "Medical Librarian Trainee Program in a Medical Society Library," Special Libraries 58 (July-August 1967), 428-429.

Denova, Charles. "Is This any Way to Evaluate a Training Activity? You Bet It Is!" Personnel Journal 47 (July 1968), 488-493.

Graham, R.G. and Valentine, M.A. "Dealing with On-the-Job Identity Problems," Management Review 58 (September 1969), 41-48.

Hekimian, J.S. and Jones, C.H. "Put People on Your Balance Sheet," Harvard Business Review 45 (January-February 1967), 105-113.

Herzberg, Frederick. "One More Time: How Do You Motivate Employees?" Harvard Business Review 46 (January-February 1968), 53-62.

Imberman, A.A. "The Missing Element in Supervisory Training," Management Review 59 (March 1970), 15-19.

Immelman, R.F.M. "The Continuing Education of Library Personnel," South African Libraries 37 (December 1969), 128-143.

Jones, F. "Practical Training Schemes for Library School Students," Library Association Record 68 (August 1966), 281-283.

Livingston, J.S. "Pygmalion in Management," Harvard Business Review 47 (July-August 1969), 81-89.

Maier, N.R.F. and Thurber, J.A. "Problems in Delegation," Personnel Psychology 22 (Summer 1969), 131-139.

Netz, D.J. and Wood, D.E. "The Human Element: A Retrospective Evaluation of the Ohio State University Libraries Internship Program," American Libraries 1 (March 1970), 253-254.

North, D. "The Misfit: A Corporate Need," Vital Speeches 34 (August 1968), 630-632.

Paul, William J., Robertson, Keith B., and Herzberg, Frederick. "Job Enrichment Pays Off," Harvard Business Review 47 (March-April 1969), 61-78.

Peele, D. "Performance Ratings and Librarians Rights," American Libraries 1 (June 1970), 595-600.

COMMUNICATION 4

Department of Ecology memorandum March 1, 19x4

to: Assistant Secretary for Administration, DOE
from: Library Director
subject: Proposal for a Library Internship Program

Following our conversation yesterday about the Library's continuing personnel problems, I drafted a statement incorporating some of the ideas we talked about. This is a first effort, and the details are open to negotiation.

Attachment

COMMUNICATION 4: ATTACHMENT

Department of Ecology

Library
March 1, 19x4

Subject: Proposal for a Library Internship Program

Purpose of Program: To develop top quality professional personnel for the DOE Library from among graduates of accredited library schools through a planned six month internship.

Justification: Since the establishment of the DOE Library we have experienced difficulty in attracting and keeping top quality librarians. As the Library's responsibilities expand to include service to more agencies, liaison with state and international agencies, and expanded involvement in government-wide information networks, the personnel crisis will accelerate. The problem is compounded by the length of time required for any employee to become thoroughly familiar with the special services and problems of the DOE Library and by the slowness of the normal pathways to promotion. Good young people are discouraged and seek jobs elsewhere before they reach peak productivity and eligibility for promotion here.

Characteristics of Proposed Program:

1. Rigorous selection of interns.
2. Planned rotation through all library activities.
3. Increased responsibilities as internship progresses.
4. Close observation and direction of each intern.
5. Continuous evaluation and rigorous weeding of interns.
6. An approved rapid promotion plan for successful interns.

Problem 3

Schedule for Program: Six months of each of three successive years: either July through December (for June graduates), or September through May (for August graduates).

Number of Interns Requested: First year, four interns; succeeding years, negotiable on basis of first year experience.

Responsible Official: Director: DOE Library

COMMUNICATION 5

Department of Ecology

memorandum

to: Director, DOE Library

from: Assistant Secretary for Administration

subject: Library Internship Program

date: March 2, 19x5

Executive Order D4201, Improved Career Opportunities in Federal Service, January 10, 19x5, opened the way to fund your Proposed Internship Program of March 1, 19x4.

This memo will authorize you to publicize the Program and to select three interns to begin the program on April 15, 19x5 at the GS grade 9. Please work with the Training Officer in the Personnel Office in the detailed planning of the internship program.

Please keep me informed of the progress of the program; it is of particular interest to the Secretary.

cc: Personnel Officer

COMMUNICATION 6

Department of Ecology

memorandum

to: Division Chiefs, DOE Library
from: Director, DOE Library
subject: Planning Conference for Internship Program
date: April 10, 19x5

We will meet on April 23 at 10 a. m. in my office to finalize plans for rotating the interns to all departments.

Please bring to the meeting your plans for the training of the interns in your respective divisions, making these plans as specific as possible in relation to objectives, in-service training required, tasks to be assigned, and time required for each intern in your department. The schedule will have to account for each intern from May 1-September 15, 19x5. We will also have to plan for the in-depth evaluation of each intern, though these plans do not have to be finalized at the present time.

I am enclosing copies of the applications of the three interns selected for your program. In preparing plans for the work of these interns in your department, you should consider the prior training and special capabilities of these individuals.

Attachments: 3

COMMUNICATION 6: ATTACHMENT 1

DEPARTMENT OF ECOLOGY
LIBRARY MANAGEMENT DEVELOPMENT INTERNSHIP PROGRAM
APPLICATION

Name: John Blalock
Address: 1042 Ewer Dr. Tarpa, Va.
Permanent address, if different:

Male: x Female:
Citizenship: U.S.
Military status:
Veteran -- Korea

Education: State in chronological order, degrees earned, where, subject major:

B.S.	Princemont College	Physics
M.L.S.	Dacron University	Special Libraries

Significant non-degree programs completed: What, where, when:

Law	John Adams Law University	19x5 (-7 yrs.) (for 2 yrs.)
Seminary	St. Jehosephat	19x5 (-4 yrs.) (for 1 yr.)

Experience: State library positions held, where, when:

Student aide -- circulation -- Princemont College for 2 years
Shelved books while in law school.

Significant non-library positions, especially managerial positions:
(Do not include student, summer, or other temporary jobs.)

Personal Data:

Date of birth:
Place of birth: Tarpa, Virginia

Marital status (check)

Single	x
Married	
Divorced	
Widowed	

Health status (Check)

Excellent	x (glasses)
Good	
Fair	
Poor	

If married, name of spouse:

Any handicaps: If so, explain:

If unmarried, name of nearest kin:
Mrs. Paul Blalock

Serious illness in last 12 months:
If so, explain.

Honors and awards:

Hobbies: Classical music, Puzzles, Mountain climbing

Participant's Resource-Log: Chapter IV

Summarize your reasons for interest in the internship program:

Even though I have traveled extensively, I believe it is time I settled down and established a home for my mother and myself. This trainee program offers a challenge that makes staying put sound exciting. Furthermore, my travel experiences coupled with my ability to read German, Russian, Latin and French should enhance my usefulness. Because I love the out of doors, I am especially interested in working for the Department of Ecology.

List the names and addresses of three individuals who have taught you or supervised you to whom we may write for a statement about your professional and personal capabilities in relation to this internship program.

1. Gordon Rogers
   Head Librarian
   Princemont College
   Alaska, Virginia

2. Roland Thomas
   Prof. of Law
   Dacron University
   Dupont, Delaware

3. William K. Moore
   Prof. of Special Libraries
   Dacron University
   Dupont, Delaware

COMMUNICATION 6: ATTACHMENT 2

DEPARTMENT OF ECOLOGY
LIBRARY MANAGEMENT DEVELOPMENT INTERNSHIP PROGRAM
APPLICATION

Name: Sara Goodman (Mrs. Edward) Male: Female: x
Address: 3024 Quennell Ave., Wash., D.C. Citizenship:
Permanent address, if different: Military status:

Education: State in chronological order, degrees earned, where, subject major:

Alabama Teachers College	B.A.	Elementary Education
University of Guam	M.L.S.	Special Librarianship

Significant non-degree programs completed: What, where, when:
None

Experience: State library positions held, where, when:

None

Significant non-library positions, especially managerial positions: (Do not include student, summer, or other temporary jobs.)

None

Personal Data:

Date of birth: Place of birth: _____

Marital status (check)

Single	____
Married	x
Divorced	____
Widowed	____

Health status (check)

Excellent	x
Good	____
Fair	____
Poor	____

If married, name of spouse: Edward Washington Goodman

Any handicaps: If so, explain: None

If unmarried, name of nearest kin: ____

Serious illness in last 12 months: If so, explain. None

Honors and awards: None

Hobbies: Dancing, Civil rights

Participant's Resource-Log: Chapter IV

Summarize your reasons for interest in the internship program:

I'll be living in the area because my husband, who is in the military, has been assigned to Andrews Air Force Base, and therefore we will be making our home in Washington, D.C. for the next three years.

There are government libraries everywhere so that experience in a civil service library will be particularly valuable when we are re-assigned.

This internship provides supervised experience, and promises faster promotions for internees. We Blacks need to take advantage of every opportunity in order to compete with whites in the labor market.

List the names and addresses of three individuals who have taught you or supervised you to whom we may write for a statement about your professional and personal capabilities in relation to this internship program.

1. James Peterson
   Assoc. Prof. of Library Science
   Graduate School of Library Studies
   University of Guam

2. Donald Brooks
   Assoc. Prof. of Library Science
   Graduate School of Library Studies
   University of Guam

3. Constance Williams
   Instructor, Library Science
   Graduate School of Library Studies
   University of Guam

COMMUNICATION 6: ATTACHMENT 3

DEPARTMENT OF ECOLOGY
LIBRARY MANAGEMENT DEVELOPMENT INTERNSHIP PROGRAM
APPLICATION

Name: Helen Moore
Address: 10911 New Mexico Ave.
xx~~Permanent address, if different~~:
Silver Spring, Illinois

Male: Female: x
Citizenship: U.S.
Military status: ---

Education: State in chronological order, degrees earned, where, subject major:

B.A.	Torrence College, Arta, Indiana	Political Science
M.L.S.	Univ. of Sylta, Chicago, Illinois	Special Libraries

Significant non-degree programs completed: What, where, when:

Dale Carnegie, Chicago, Illinois	19x5 (-10 years)
Group Dynamics, YWCA	19x5 (-3 years)

Experience: State library positions held, where, when:

Significant non-library positions, especially managerial positions: (Do not include student, summer, or other temporary jobs.)

Precinct Chairman 5 years -- Silver Spring, Ill.
State Committee -- (Republican Party) 3 years

Personal Data:

Date of birth: 19x2 (-40 years) Place of birth: Chicago, Ill.

Marital status (check)		Health status (check)	
Single	___	Excellent	x
Married	x	Good	___
Divorced	___	Fair	___
Widowed	___	Poor	___

If married, name of spouse:
John Henry Moore

Any handicaps: If so, explain:

If unmarried, name of nearest kin:

Serious illness in last 12 months: If so, explain:
Hysterectomy

Honors and awards:
Republican Woman of the Year for Illinois, 19x2

Hobbies:
Politics, Bonsai

Participant's Resource-Log: Chapter IV

Summarize your reasons for interest in the internship program:

My experience as a volunteer in politics convinces me that women have the same capabilities as men and the world needs those capabilities desperately. I want to get back into the labor market and be a contributing member of society as well as set an example to my three children, who are now self-sufficient, of how women can be wife, mother and careerist.

I believe a government library is the place a librarian can have the most impact on the world today, and since ecology is so important to every life, the Department of Ecology Library is the optimum combination for greatest impact.

List the names and addresses of three individuals who have taught you or supervised you to whom we may write for a statement about your professional and personal capabilities in relation to this internship program.

1. Dr. Gilda Jensen
   Professor of Library Science
   University of Sylta
   Chicago, Illinois

2. Dr. Abe Broome
   Professor of Library Science
   University of Sylta
   Chicago, Illinois

3. Peter Barbarollis
   State Central Committee
   915 Park Place
   Chicago, Illinois

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C

A. Before role-play:

1. What do you understand the immediate goals of this conference to be? How do the goals of the Library Director and the Division Chiefs differ?

2. Are there differences in the preparation the various participants in this conference should make? Yes____ No ____. If so, what kinds of preparation are indicated for each?

B. After role-play: Role-players:

1. Were the goals of this conference accomplished? Yes___ No___ If no, why not?

2. Were you able to act as you think you would act in a similar situation? Yes___ No___. If no, why not?

3. What was the primary problem of communication in this conference? Did you contribute to the problem? Or to the solution? Explain. Did you understand this while the role-play was in progress, or only in retrospect?

C. After role-play: Observers:

1. Were the goals of the conference accomplished? Yes___ No___ If no, why not?

2. If the actions of the role-players were at fault, how should they have acted?

3. If there was information needed and not available, what information was it?

4. Were there any communications problems evident at this conference? If so, define them. How could they have been overcome? Avoided?

PROBLEM 4

PRESENTATION AND JUSTIFICATION OF REVISED BUDGET

The Library Director must present his recommendations for accomodating the OAES Library (services, materials, personnel) in the DOE Library budget for the following fiscal year to the Assistant Secretary for Administration and the DOE Budget Officer. With their approval the recommendations can then be sent through channels for final approval.

Roles: Assistant Secretary for Administration — DOE Budget Officer
Director, DOE Library — OAES Librarian

Role-play time: 20-30 minutes

Suggestions for Preparation: Review:

1. Federal Library Model
2. Budget practices and procedures.

Sources:

Anthony, Robert N. "What Should 'Cost' Mean?" Harvard Business Review 48 (May-June 1970), 121-131.

Flarsheim, H. "How 15 Executives Handle Their Annual Battle of the Budget," Business Management 37 (November 1969), 22-26.

Hughes, C.L. "Why Budgets Go Wrong," Personnel 42(May 1965), 19-26.

Ott, D.J. and Ott, A.F. Federal Budget Policy. Rev. ed. Washington, D.C.: Brookings Institution, 1969.

Pondy, L.R. and Birnberg, J.G. "An Experimental Study of the Allocation of Financial Resources within Small Hierarchical Task Groups," Administrative Science Quarterly 14 (June 1969), 192-201.

COMMUNICATION 8

DOE LIBRARY PHONE MESSAGE

To: Director May 8, 19x5
From: Assistant Secretary for Administration 9:30 am

The Assistant Secretary wishes to set up review of your revised budget for 19x7 (incorporating OAES Library costs) for May 22 at 10:30 a.m. If o.k., please inform OAES Librarian, who is to be present.

Your calendar is clear at that time, so I agreed tentatively. O.K. ?
Marge

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:
   1. What do you understand the goals of this conference to be ?
   2. If you were the DOE Library Director, how would you prepare for the conference ?

B. After role-play: Role-players:
   1. Were the goals of the conference accomplished ? Yes___ No___ If no, why not ?
   2. Was there additional information you should have had before going into the conference ? Yes___ No___. If yes, was the information available ? Could you have gotten it ?

C. After role-play: Observers:
   1. Were the goals of the conference accomplished ? Yes___ No___ If no, why not ?
   2. Were there communications problems evident at this conference ? If so, define them. How could they have been overcome ? Avoided ?

PROBLEM 5

QUALITY CONTROL OF LIBRARY OPERATIONS

The Secretary of Ecology has called for a Department-wide performance review at the conclusion of the Department's first five years of existence, six months hence. The Library Director has instructed his Division Chiefs to work with their respective staffs to develop procedures that will relate productivity to library programs and budgets.

The problem calls for simulaneous role-play, with each class member assigned to one of the four Division staffs. In the role-play, each student is to act as a professional librarian, even though this is not the staffing configuration of the DOE Library.

Roles: Chief, Bibliographic Services Chief, Circulation Services
Chief, Documentation Services Chief, Acquisition Services

Every other class member is assigned to one of these four staffs.

Role-play time: 45 minutes

Suggestions for Preparation: Review:

1. Federal Library Model, Document F, Agency Manual; Document H, Statistical Abstract of Annual Report 19x4; Document E, Library Budget.
2. Scientific management of libraries.
3. Performance budgeting.
4. Library statistics.

Sources:

Baker, Samuel W. "Writing an Annual Report Worth Reading," Management Review 59 (January 1970), 28-30.

Brutcher, Constance, Gessford, Glen, and Rixford, Emmet. "Cost Accounting for the Library," Library Resources and Technical Services 8 (Fall 1964), 413-431.

Coover, R.W. "User Needs and Their Effect on Information Center Administration: A Review 1953-1966," Special Libraries 60 (September 1969), 446-456.

DeWitt, Frank. "A Technique for Measuring Management Productivity," Management Review 59 (June 1970), 2-11.

Drage, J.F. "User Preferences in Technical Indexes," Indexer 6 (Autumn 1969), 151-155.

Fazar, Willard. "Program Planning and Budgeting Theory: Improved Library Effectiveness by Use of the Planning-Programming-Budgeting System," Special Libraries 60 (September 1969), 423-433.

Ferguson, John. "Getting Better Results from Brainstorming," Management Review 59 (August 1970), 18-23.

Geller, W.S. "Gauging Progress," Library Journal 90 (September 1965), 3559-3562.

Hamill, Harold L. "The Numbers Game: Performance Budgeting," Library Journal 90 (September 1965), 3563-3567.

Kuhn, James P. "Setting Up an Effective Quality Assurance Program," Management Review 59 (February 1970), 10-14.

Offenbacher, E. "The Economics of Reprography for Technical Communication," UNESCO Bulletin for Libraries 24 (January-February 1970), 23-26.

Peterson, Stephen L. "Patterns of Use of Periodical Literature," College and Research Libraries 30 (September 1969), 422-430.

Randall, Gordon E. "Budgeting for a Company Library," Special Libraries 58 (June 1970), 2-11.

Tuttle, Helen W. "TSCOR: The Technical Services Cost Ratio," Southeastern Librarian 19 (Spring 1969), 15-25.

COMMUNICATION 10

Department of Ecology

memorandum

to: All Professional Staff
from: Director, DOE Library

date: June 7, 19x5

As I mentioned at the last staff meeting, the time has come to begin planning for the five-year performance review requested by the DOE Secretary. The development of methods for review of each division will be under the general direction of the chief of the division, and all professional personnel will participate. To provide planning time I am assigning the initial division meetings for the following times, with the personnel of divisions not meeting to be deployed to carry on essential services (chiefs please coordinate):

June 19	9-11 a.m.	Bibliographic Services Acquisition Services
June 21	9-11 a.m.	Documentation Services Circulation Services

From this point on, it is up to each division. I will plan a meeting in about a month for representatives of each division to work with me to coordinate the division plans. Meanwhile, I will appreciate being kept informed of your progress.

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

Did you understand the assignment and prepare at the maximum level of your capability?

If not, why not:

B. After role-play: Role-players:

Did you participate to the maximum of your capability and accomplish what you wanted to accomplish?

If not, why not?

C. After role-play: Observers:

Were the goals of the role-play accomplished?

If not, why not?

Participant's Resource-Log: Chapter IV

PROBLEM 6

COUNSELING AN UNSATISFACTORY EMPLOYEE

Supervisor's reports on one of the interns have indicated a quality of work below that considered satisfactory. If the employee is to be terminated at the end of the internship instead of hired on a permanent basis, she must be warned ninety days before the end of the internship. The Library Director must counsel the intern in such a way as to motivate her to change her behavior and to improve the quality of her work. The Director must know what sources of help are available to the employee and inform her of them.

Roles: Director, DOE Library Intern, Helen Moore

Role-play time: 15-20 minutes.

Suggestions for preparation: Review:

1. Regulations relating to employee counseling and termination.
2. Motivation of employees.
3. Counseling techniques.

Sources:

Burke, Ronald J. and Wilcox, Douglas S. "Characteristics of Effective Employee Performance Review and Development Interviews," Personnel Psychology 22 (Autumn 1969), 291-305.

Kirk, E.B. "Appraisee Participation in Performance Interviews," Personnel Journal 44 (January 1965), 22-25.

Sterner, Frank M. "Motivate--Don't Manipulate," Personnel Journal, 48 (August 1969), 623-627.

Strauss, Paul S. "The Rating Game," Personnel Administration 32 (January-February 1969), 44-47.

Thompson, David W. "Performance Reviews:Management Tool or Management Excuse," Management Review 58 (June 1969), 62-65.

Zeitlein, L.R. "Planning for a Successful Performance Review Program," Personnel Journal 48 (December 1969), 957-961.

COMMUNICATION 12

Department of Ecology

memorandum

to: Director, DOE Library
from: Chief, Technical Services
subject: Helen Moore, Library Intern

date: May 22, 19x5

Mrs. Moore spent her first period of internship in Technical Services. She has been well-trained in technical procedures and learned our modifications of standard procedures easily. She performed best in routine situations and assisted in several instances in improving procedures for speed. She applied herself, on assignment, to the development of new procedures as part of a feasibility study and performed acceptably. Mrs. Moore was not, however, in spite of her ability, a really satisfactory employee. She tends to be too sociable, especially with the young technicians and part-time workers, for whom she appears to want to be some kind of leader. Although I attempted to speak to her several times about interrupting and distracting others by her "sociability", she continued to act in this way the entire time she was in the department. I could not, on the basis of this experience with her, recommend that she be added to the permanent staff.

COMMUNICATION 13

Department of Ecology — memorandum — June 10, 19x5

to: Director, DOE Library
from: Chief, Documentation Services
subject: Helen Moore, Library Intern

I am replying to your request for an evaluation of Mrs. Moore although I feel that, with only ten days behind her in Documentation Services, it is a bit too soon. The initial experience with Mrs. Moore has been a disappointing one for me. She was, apparently, poorly prepared in library school for any kind of machine applications to library work; neither did she have any courses in abstracting or indexing. She seems uninterested in our computer projects and has not, so far as I can tell, learned much from the reading material I gave her when I realized her deficiency. She does the task placed in front of her in a minimal way and seems to be just putting in the time until she is rotated to another division. I am planning to try her in the experimental work on our retrieval projects this week, but I foresee little difference in her attitude or performance. I cannot, as yet, recommend her for the permanent staff.

COMMUNICATION 14

memorandum

DEPARTMENT OF ECOLOGY

to: Helen Moore, Intern
from: Director, DOE Library
subject: First Evaluation of Work

date: June 10, 19x5

As we told you at the beginning of the Internship Program, we plan to evaluate all interns very carefully, and to talk over staff evaluations of your work with you at frequent intervals. Will you please come to my office for your first evaluation on June 12, 19x5, at 2:30 p.m. If this appointment time is inconvenient, please call my secretary for another time. I'm looking forward to talking with you.

Problem 6

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before Role-Play:

Did you understand the assignment and prepare at the maximum level of your capability?

If not, why not?

B. After Role-Play: Role-Players:

Did you participate to the maximum of your capability and accomplish what you wanted to accomplish?

If not, why not?

C. After Role-Play: Observers:

What factors of motivation and communication did each role-player appear to have uppermost in his mind during this role-play?

Evaluate the performance in terms of personnel theory.

PROBLEM 7

COORDINATION OF DIVISION PLANS

The Director of the DOE Library must work with his Division Chiefs to unify their individual quality control plans into an over-all plan for the library.

Roles: Director
Chief, Bibliographic Services
Chief, Documentation Services
Chief, Circulation Services
Chief, Acquisition Services

Role-play time: 45 minutes - 1 hour

Suggestions for Preparation: Review:
1. Design of a user study.
2. Design of a product study.
3. Design of a technology feasibility study.
4. Work-load indicators.

Sources:

Cochran, M.L. et al. "Application of Managerial Cost Accounting to a Science Information Center," Journal of the American Society for Information Science 21 (March 1970), 163-164.

Conference on the Present Status and Future Prospects of Reference/Information Service. Columbia University, March 30-April 1, 1966. Chicago: American Library Association, 1967.

Cuadra, C.A. and Katter, R.V. "Implications of Relevance Research for Library Operations and Training," Special Libraries 59 (September 1968), 503-507.

Dougherty, Richard M. and Heinritz, Fred J. Scientific Management of Library Operations. New York: Scarecrow Press, 1966.

King, B.G. "Cost-Effectiveness Analysis: Implications for Accountants," Journal of Accountancy 129 (March 1970), 43-49.

Landau, H.B.."Methodology of a Technical Information Use Study," Special Libraries 60 (July-August 1969), 340-346.

Lindberg, Roy A. "The Unfamiliar Art of Controlling," Management Review 58 (August 1969), 49-54.

Morse, Philip M. Library Effectiveness: A Systems Approach. Cambridge: MIT Press, 1968.

Wills, G. and Christopher, M. "Cost/Benefit Analysis of Company Information Needs," UNESCO Library Bulletin 24 (January-February 1970), 9-22.

COMMUNICATION 15

memorandum

to: Division Chiefs
from: Director, DOE Library
subject: Coordination of Plans for Library Performance Review

date: June 18, 19x5

I would like to schedule our meeting to coordinate your plans for the library performance review for July 2, 2-4 p.m. If there is a conflict for anyone, please let my secretary know immediately.

You, or your division representative, will be asked to give a brief report on your plans before the general discussion begins. Please turn in your complete report by June 26 for reproduction and distribution by my office.

Participant's Resource-Log: Chapter IV

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

Did you prepare for this assignment to the best of your ability?

If not, why not?

B. After role-play: Role-players:

Was your skill in explanatory and persuasive communication successful?

If not, why not?

C. After role-play: Observers:

What level of effective communication was achieved? Could this level be improved upon?

If so, how?

PROBLEM 8

RESPONSE TO COMPLAINT

The head of one of DOE's sub-agencies has complained in writing to his supervisor, Assistant Secretary for Ecologic Art, about some material in the library. The Assistant Secretary has asked the Library Director to prepare a reply for his signature, and has informed the Assistant Secretary for Administration of the bruhaha. In this role-play, the Library Director is to talk over the complaint and his suggested response with the Assistant Secretary for Administration. The Assistant Secretary should instruct his secretary, when the Library Director arrives for his appointment, that they are not to be disturbed.

It should be assumed that there is something to the complaint, the details of which are in some instances factually correct, in others open to individual interpretation. It should also be assumed, however, that there are some plus values to the publication, and the Library Director should be prepared to state what they are. Over-all, the vehemence of the complaint seems out of proportion.

Roles: Assistant Secretary for Administration — Director, DOE Library Secretary

Role-play time: 10 minutes

Suggestions for Preparation: Review:

1. DOE Library Policy (Federal Library Model, Document F)
2. Principles of book selection.
3. Techniques of persuasive communication.

Sources:

Anderson, John. "Giving and Receiving Feedback," Personnel Administration 31 (March-April 1968), 21-27.

Burke, Ronald J. "Methods of Resolving Interpersonal Conflict," Personnel Administration 32 (July-August 1969), 48-55.

Participant's Resource-Log: Chapter IV

Burnes, Bruce B. "How to Become a More Persuasive Manager," Management Review 58 (September 1969), 34-40.

Kelly, Joe. "Make Conflict Work for You," Harvard Business Review 48 (July-August 1970), 103-113.

Mendheim, John M. "Dealing with Executive Conflict," Management Review 58 (July 1969), 22-28.

Pemberton, William H. "Talk Patterns of People in Crises," Personnel Administration 32 (March-April 1969), 36-40.

COMMUNICATION 17

Department of Ecology Phone Message

to: Director, DOE Library July 13, 19x5
from: Assistant Secretary for Administration

Concerned about July 12 memo from Assistant Secretary for Ecologic Art. Please contact him as soon as possible about it.

I took the liberty of making an appointment with him for you at 3:30 this afternoon.

Marge

COMMUNICATION 18

Department of Ecology memorandum July 12, 19x5

to: Director, DOE Library
from: Assistant Secretary for Ecologic Art
subject: Outdoor Sculpture

Attached is a copy of a letter which concerns me. Please prepare a response for my signature at your earliest convenience.

Attachment
cc: Assistant Secretary for Administration

COMMUNICATION 18: ATTACHMENT

Garden Club Bureau
July 11, 19x5

Assistant Secretary for Ecologic Art
Department of Ecology
Ecology Building
Washington, D.C.

Department of Ecology

Dear Sir:

I feel I must inform you of a situation which exists in the Department Library. The Library insists upon subscribing to -- in fact, has just renewed its subscription to -- a publication that is contrary to the aims and purposes of this Bureau and, indeed, of the Department of Ecology itself. I refer to Outdoor Sculpture. I have called the Bureau's position to the attention of the Librarian on more than one occasion, but the publication has not been deleted from the subscription list.

All members of the Bureau staff are in agreement with me that this publication is of no value. The editorial quality is poor, the printing worse. Its photographic reproductions are unbelievably bad in this day of skilled technology. Furthermore, it is the policy of this publication to accept advertising from anyone. As a consequence, it includes ads from manufacturers who violate recognized ecologic principles in their manufacturing processes. In the May 19x5 issue, on page 27, there is an advertisement from the International Hose Company, a firm which is at the present time in litigation with the Department of Justice at

the instigation of our own Department.

These reasons (I could add more if you want them) indicate clearly to me the inadvisability of spending government money to subscribe to Outdoor Sculpture. Besides, nobody on my staff would use it.

I trust you will use your influence to rid us of this undesirable publication. Thank you.

Sincerely,

Ray Etabrug

Chief, Garden Club Bureau

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

What are the real questions at issue? Have you prepared adequately to defend the library at any time.

If not, why not?

B. After role-play: Role-players:

How would you rate your skill in thinking on your feet? Your communication of your own and the library's points-of-view?

If these needed improvement, how could you try to improve?

C. After role-play: Observers:

What level of skill in the particular kind of communication involved was exhibited? If this level needs improvement, what would you prescribe for the role-players?

PROBLEM 9

INITIATION OF A COMPLAINT

A list of twenty-two journals not available from standard microform sources was requisitioned, with specifications, from the DOE Procurement Office. When the material arrived in the library, it was found to be unusable for the generation of hard copy. The invoice disclosed that the material had not been ordered from the vendor recommended by the Library. Permission to return the material because it did not meet specifications was requested from the Procurement Officer and denied. The denial brought the further information that the Procurement Office not only selected its own vendor, but also changed the Library's specifications. A further plea from the Chief of the Technical Services Division has been ignored for two weeks. At this point, the Chief, TSD, reports to the Director, who must now take some action.

Roles: Director, DOE Library Chief, Technical Services Division

Role-play time: 10 minutes

Suggestions for Preparation: Review:

1. Written communication skills.
2. Techniques of persuasive communication.
3. Procurement of Library Materials: An Orientation Aid Prepared for the Federal Library Committee, by Leslie K. Falk. (Washington, D.C. :Federal Library Committee, 1968).

Sources:

Ammer, Dean. "What Management Expects of Purchasing," Purchasing 49 (November 21, 1960), 71-73+.

Boettinger, H.M. "The Art and Craft of Moving Executive Mountains," Business Management 36 (July 1969), 22-25+.

Participant's Resource-Log: Chapter IV

Boyd, Bradford B. "An Analysis of Communication between Departments," Personnel Administration 28 (November-December), 33-38.

Farrell, Paul V. "Changing Patterns in Purchasing Management," Purchasing 56 (January 13, 1964), 70-73.

Feinberg, Mortimer. "The Gentle Art of Executive Persuasion," Dun's Review and Modern Industry 86 (December 1965), 41-47.

Geist, K.R. "What Other Departments Expect of Purchasing," Purchasing 49 (November 21, 1960), 75-76+.

Harger, Howard E. "Three Ways to Send Better," Supervision 26 (July 1964), 4-6.

Khera, Inder P. and Benson, James D. "Communication and Industrial Purchasing Behavior," Journal of Purchasing 6 (May 1970), 5-21.

Pell, Arthur R. "Are You Getting Through?" Purchasing 50(April 24, 1961), 74-76+.

Strauss, George. "Tactics of Lateral Relationship:The Purchasing Agent," Administrative Science Quarterly 7 (September 1962), 161-186.

Zelko, Harold P. "You Can Win Arguments -- Without Arguing," Supervisory Management 7 (November 1962), 38-39.

COMMUNICATION 19

Department of Ecology — memorandum — July 30, 19x5

to: Director, DOE Library
from: Chief, Technical Services Division, Library
subject: Purchase of Microfilm Copies of 22 journals.

Correspondence related to this problem is attached. Notice that the new procurement officer did not accept our endorsement of Norwich Microimages, which submitted the middle bid. Notice also that two weeks have passed since my second memo to him and there has been no reply. We got into this situation because these are all new journals, not yet available from the usual commercial sources for microfilmed journals. All the journals are being indexed here for Ecology Literature Index and are heavily used by our staff and agency personnel. Circulation tells me it is essential that we be able to retain the original journals in the library and circulate reproductions for both current and back volumes.

May I talk with you about our next move?

COMMUNICATION 19: ATTACHMENT 1

Department of Ecology — memorandum — July 9, 19x5

to: DOE Procurement Officer
from: Chief, Technical Services Division
subject: Requisition 5-2291, Microfilm Copies of 22 Journals

Microfilm copies of 22 journals ordered by you from Western Filming Company have arrived in the library and are unsatisfactory. The specifications for this order called for negative microfilm; the company has supplied positive microfilm. May I recall to your attention the fact that the library recommended acceptance of the bid from Norwich Microimages, Inc., instead of that from Western Filming Company because Western could not document its claimed experience with the microfilming of library materials.

Please send me permission to return the material.

COMMUNICATION 19: ATTACHMENT 2

Department of Ecology — memorandum — July 12, 19x5

to: Chief, Technical Services Division, DOE Library
from: Procurement Officer, Procurement Office
subject: Requisition 5-2291, Microfilm Copies of 22 Journals

The order was given to Western Filming Company because it offered the low bid, a 5% saving over the bid of Norwich Microimages. To obtain the savings, the specifications were changed from negative to positive microfilm since both are usable. Economy is essential in the operation of the agency. Permission to return the microfilm copies of 22 journals is not granted.

COMMUNICATION 19: ATTACHMENT 3

memorandum

DEPARTMENT OF ECOLOGY

to: DOE Procurement Officer
from: Chief, Technical Services Division, DOE Library
subject: Requisition 5-2291, Microfilm Copies of 22 Journals
date: July 13, 19x5

Positive and negative microfilm may be equally usable from the standpoint of reading with optimal equipment. However, DOE personnel characteristically request print-outs of significant material to use at their desks along with other materials when they use micro-materials. All of our reader-printers have been purchased on the evidence of this increasing demand.

The library's reader-printers handle only negative microfilm. In order to be able to supply our users with print-outs from positive microfilm, we would have to buy new equipment (an expenditure of not less than $1000). Reader-printers for positive microfilm are nowhere near the technical proficiency of the reader-printers for negative microfilm, so there is every reason to believe that even with the finest equipment available we would not be able to give our users service comparable to that which they receive from the reader-printers we already have--which require negative microfilm.

Again, the library requests permission to return the positive microfilm to Western Filming Company.

COMMUNICATION 20

DEPARTMENT OF ECOLOGY

PHONE MESSAGE

To: Chief, TSD, Library
From: Library Director's Secretary
Message: The Boss will see you at 3:15 today about the microfilming problem.

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

What are the main considerations in a problem of this type? Have you prepared yourself in relation to these considerations?

B. After role-play: Role-players:

Did you stick to the main considerations? Or get involved in side issues? Were you able to communicate the library's point-of-view?

C. After role-play: Observers:

Were the role-players able to stick to the main issue? Were they able to communicate effectively in relation to the main issue? Or do they need help in staying "on the track"?

PROBLEM 10

REFUSAL OF A STAFF MEMBER TO HELP A USER

DOE is preparing information for the use of the U.S. Attorney General in litigation against the Major Metallurgical Company on a charge of despoilage of natural resources. All members of the staff have been assisting in this work, including the interns, as they have been rotating through the divisions.

One day a library user identified himself to John Blalock, intern on duty at the reference desk, as a company lawyer of the Major Metallurgical Company. The lawyer wants copies of the legislative histories of certain ecological laws, and he wants John to search through publications of DOE and its predecessor agencies for material that will show the government's position over a period of years on the point under contention. John gives the lawyer minimum service because of both DOE's interest in the case and his own personal philosophy about ecology. The lawyer complains to the Director of the Library, who then takes action. His first step is to talk with the Chief of the Bibliographic Services Division, under whom John was working at the time of the incident. The Director must then proceed on the basis of this conversation. Sooner or later, someone must talk to John about it.

Roles: Director, DOE Library
Intern John Blalock
Chief, Bibliographic Services Division

Role-play time: 10-15 minutes

Suggestions for Preparation: Review:

1. DOE Library policy
2. Principles of information service.
3. Counseling techniques.

Sources:

Feinberg, Mortimer R., and Tarrant, John J. "Dealing with Subordinates' Personal Problems," Management Review 59 (June 1970), 52-55.

Krug, Judith F. and Harvey, James A. "Intellectual Freedom: Statement of ALA Intellectual Freedom Committee to Activities Committee on New Directions for ALA," American Libraries 1 (June 1970), 533-535.

Nouri, Clement J. "The Viability of Conformity and Creativity," Personnel Journal 48 (September 1969), 716-721, 731.

Strauss, Paul S. "The Professional Attitude," Personnel Administration 33 (March-April 1970), 33-36.

Van Horne, R.D. "Discipline: Purpose and Effect," Personnel Journal 48 (September 1969), 728-731.

COMMUNICATION 21

MAJOR METALLURGICAL COMPANY
Legal Division

August 3, 19x5

Director, DOE Library
Ecology Building
Washington, D.C.

Dear Sir:

I feel I must report to you an incident that happened to me yesterday as I was attempting to use the DOE Library to gather information needed by me in a company legal matter that is pending.

On that occasion one of your staff members, a Mr. Blalock, refused to assist me. I needed to trace the government's position over a number of years in relation to reforestation of public lands leased to private industry. When I asked Mr. Blalock to search for this information for me, he informed me that I could use the catalogs and stacks myself.

I know that the policy of executive department libraries requires that assistance be given to members of the public who request it. I hope you will clear up this matter and let me know, as soon as possible, when I can obtain the needed help.

Thank you for your attention to this matter.

Sincerely,
Thomas E. Sinclair
Thomas E. Sinclair, Attorney

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COMMUNICATION 22

...DOE LIBRARY...PHONE MESSAGE.....

August 7, 19x5, 10:20 am

To: Chief, Bibliographic Services
From: Director, DOE Library

Something has come up that requires our immediate attention. Can you come to my office right away? Please bring the Division public service desk log for August 2.

COMMUNICATION 23

DOE LIBRARY: BIBLIOGRAPHIC SERVICES DIVISION
Public Service Desk Log
AUGUST 2, 19x5

Time	Patron Name and Address	Request	Disposition	User Status	DOE Federal Liaison Outside
8:10	Howard Lewis	Xerox copy of story in yesterday's Times	Filled	DOE	
8:12	Nancy Gibbons	List of journal articles by author of Ecological Future Shock (E.R. Heintz)	Filled	DOE	
8:15	John Threlkel	Who is Walt Goodnow?	Filled	Liaison-Toledo	
8:20	Thomas Sinclair	Two legislative histories	Filled	Outside	
8:40	" (Major Metallurgical Co.)	Information on federal position re reforestation of public lands leased to private industry, as far back as possible.	Filled	Outside	
8:45	Eastern University Lib.	Address of DOE Office in Houston	Filled	Outside	

Participant's Resource-Log: Chapter IV

8:50	SE Regional Ecological Research Co. Dr. Richardson	Name of expert on recycling small glass containers (chemistry equipment needed)	Referred	Outside
9:05	William Huffman	Address for Dr. Everett Reedy	NA-called Smithsonian	DOE

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C:

A. Before role-play:

What is the problem in this situation? Have you prepared yourself to handle the problem?

B. After role-play: Role-players:

Did you perceive the problem correctly? From each point-of-view? Were you able to communicate your own point-of-view?

C. After role-play: Observers:

Did the role-players bring out the various points-of-view? Were they able to communicate the essence of each? Do they need help in perceiving, accepting, and compromising the different points-of-view?

PROBLEM 11

TERMINATING A PROBATIONARY EMPLOYEE

Before the end of the internship, the Assistant Secretary for Administration has informed the Library Director that, because of the merger of the OAES Library staff with the DOE Library staff, no additional positions for the Library will be authorized at this time. Unexpectedly, but fortunately for the Library in its dilemma, Mrs. Goodman's husband is transferred and the Library Director is able to find her a job in a liaison agency close to where her husband will be stationed. The Director then tried, and succeeded, in justifying another position on the basis of additional workload because of OAES staff exposure to the DOE Library services. This position is half-time for Bibliographic Services, where public services have felt the strain, and half-time Documentation Services, where foreign languages are badly needed. Either John Blalock or Mrs. Moore must be chosen. The one not chosen must be terminated.

Roles:
- Director, DOE Library
- Chief, Documentation Services Division
- Chief, Bibliographic Services Division
- One intern

Role-play time:
In this role-play, the two steps of (1) conference with supervisors and (2) interview with employee to be terminated must be carried out in sequence. First role-play time: 20 minutes; second role-play time: 10 minutes.

Suggestions for Preparation: Review:

1. Employee rights.
2. Interview techniques.
3. Termination paperwork requirements.

Participant's Resource-Log: Chapter IV

Sources:

Fortune. The Executive Life. Garden City, N.Y.: Doubleday and Company, 1956. Chapter 11, "How to Fire Executives:" Chapter 12, "How to Retire Executives."

Lefkowitz, Joel and Katz, Myron L. "Validity of Exit Interviews," Personnel Psychology 22 (Winter 1969), 445-455.

Leonard, John W. "Guidelines for Off-the-Job Discipline and Discharge," Personnel Administration 32 (November - December 1969), 39-43.

Malouf, A.G. and Lee, W.T. "The Positive Approach to Firing," Administrative Management 25 (July 1964), 12.

Trueman, Allen K. "Cut Turnover with Exit Interviews," Administrative Management 25 (May 1964), 12-14.

COMMUNICATION 24

memorandum September 4, 19x5

DEPARTMENT OF ECOLOGY

to: Chief, Bibliographic Services Division
Chief, Documentation Services Division
from: Director, Library
subject: Filling new position.

My conferences with the Assistant Secretary for Administration and our Personnel Officer have worked out well. One additional position has been authorized for the library, to be filled by one of our interns, either John Blalock or Helen Moore. Please come to my office on September 10 at 2 p.m. with your recommendation. Remember that whichever intern is not chosen for this position must be terminated. Bring along your evaluations of the interns for our use in making the decision and in justifying it.

Problem 11

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

Have you reviewed the paperwork requirements of termination? Have you considered the intern's position and prepared to assist him in making the necessary adjustment to termination?

B. After role-play: Role-players:

Were you able to empathize with the intern? Were you able to communicate your feelings of concern for him?

C. After role-play: Observers:

Was the Director able to communicate feelings of concern for the intern? Did he offer specific, practical help to the intern? Did he follow-up on all paperwork requirements?

PROBLEM 12

ALLOCATION OF NEW EQUIPMENT

The inventory and appraisal of equipment in the OAES Library prior to the merger showed that one typewriter was not worth moving. Funds are included in the DOE Library budget (and not yet spent) for one electric typewriter. Inasmuch as the Director is being pushed, he must now decide who is to get the new typewriter.

Roles:
This is a class exercise in which each member of the class simultaneously plays the role of Director, studies the documentation and makes a decision. Each Director must decide how he is going to let the people affected know of the decision, and he must prepare the communications.

Role-play time:
15 minutes

Suggestions for Preparation:
This problem calls for the subtle application of techniques of planning and inter-personal relationships already studied rather than additional preparation. If review is needed, appropriate readings should be self-selected from those suggested in the Professional Bookshelf (Federal Library Model, Document J) or in the Sources of earlier problems.

COMMUNICATION 27

memorandum.....October 15, 19x5

to: Director, DOE Library
from: Specialist in Aerial Survey Cartography*, Library
subject: Typewriter

It was my understanding that the five-year-old typewriter I had used in the former OAES Library was to be discarded because of its condition, and that I would receive a new typewriter when I became part of the DOE Library staff.* It has not worked out that way, however. My old typewriter was moved and assigned to me here. It is unsuitable for use in typing entries for direct reproduction in bibliographies -- part of my present responsibility -- and I am forced to scrounge some other typewriter when I am ready to type. This is doing nothing to improve the inhospitable situation in which I find myself here in DOE.

My I request your immediate attention to this problem?

(*Note: Former Head, OAES Library)

COMMUNICATION 28

Department of Ecology memorandum June 15, 19x5

to: Director, DOE Library
from: Chief, Circulation Services Division
subject: Inventory of Typewriters

Attached is my inventory and appraisal of typewriters in the combined DOE and OAES Libraries as of this date, per your request of June 1.

Attachment

COMMUNICATION 28: ATTACHMENT

INVENTORY AND APPRAISAL OF TYPEWRITERS

Inventory Number	Make, Type and Year	Presently Assigned to:	Condition
I. Director's Office			
06594	Remington Standard 19x1	Library Director	Poor
10583	IBM Electric 19x4	Secretary	Good
II. Bibliographic Services Division			
06583	IBM Electric 19x1	Chief, BSD	Fair
08921	SCM Electric 19x2	Subject Specialist	Good
08922	Royal Standard 19x2	Subject Specialist	Fair
06586	Remington Standard 19x1	ILL Technician and Workroom	Fair
09436	Royal Standard 19x3	Clerk/Typist	Fair
	N.B. Clerk/Typist has been promised next electric.		
III. Documentation Services Division			
09444	IBM Electric 19x3	Chief, DSD	Excellent
08941	SCM Electric 19x2	Abstractor/Indexer	Good
06587	Royal Standard 19x1	Technician	Good
IV. Circulation Services Division			
06589	SCM Electric 19x1	Chief, DSD	Good
V. Acquisition Services Division			
09446	SCM Electric 19x3	Chief, ASD	Excellent
06590	Remington Standard 19x1	Technician	Fair
10582	SCM Electric 19x4	Clerk/Typist	Excellent

VI. OAES Library

S-3197	Underwood Standard 19x1	Library Director	N.G. Must be discarded
S-6891	Remington Standard 19x3	Subject Specialist	Good
S-5423	Underwood Standard 19x2	Technician	Good

SELF-ANALYSIS AND EVALUATION

A. Before role-play:

Am I prepared to resolve this problem in a way that will improve both staff efficiency and staff morale?

B. After role-play:

What was my chief concern in dealing with this problem? Were my priorities in the right order? Did I attain one objective at the expense of another, or was I able to resolve all aspects of the problem? Did I remember all the personal considerations in the situation and take care of each?

APPENDICES

APPENDIX A

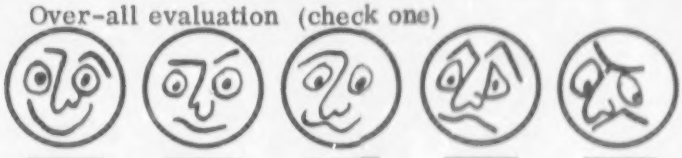
PRE-TEST ON WRITTEN COMMUNICATION ABILITY

Objective: To evaluate yourself on your written communication ability.

Directions: Read Communications A, B, C, D and E. Now write a response to each communication. Your response may be in the form of a memo or a letter. Head each response a appropriately and write the message. (You may use scrap paper to draft your responses.) Now turn to page 78 and use the "Checklist for Effective Writing" to evaluate each communication. Record your evaluations below.

Evaluations: A.
1. Yes ___ No ___
2. Yes ___ No ___
3. Yes ___ No ___
4. Yes ___ No ___
5. Yes ___ No ___

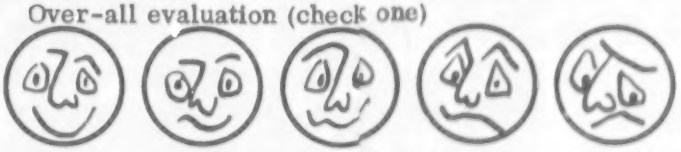
Over-all evaluation (check one)



___ ___ ___ ___ ___

B.
1. Yes ___ No ___
2. Yes ___ No ___
3. Yes ___ No ___
4. Yes ___ No ___
5. Yes ___ No ___

Over-all evaluation (check one)



___ ___ ___ ___ ___

Evaluations continued:

C.
1. Yes ____ No ____
2. Yes ____ No ____
3. Yes ____ No ____
4. Yes ____ No ____
5. Yes ____ No ____

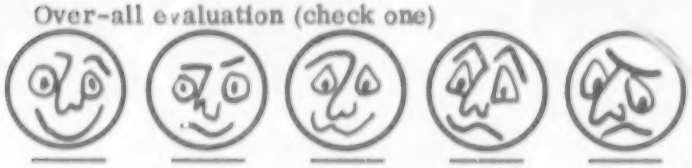
Over-all evaluation (check one)

D.
1. Yes ____ No ____
2. Yes ____ No ____
3. Yes ____ No ____
4. Yes ____ No ____
5. Yes ____ No ____

Over-all evaluation (check one)

E.
1. Yes ____ No ____
2. Yes ____ No ____
3. Yes ____ No ____
4. Yes ____ No ____
5. Yes ____ No ____

Over-all evaluation (check one)



Ask Yourself: Did I meet the criteria for this test? Yes ____ No ____

Criteria:
Four of the five communications should rate "Fully Satisfactory" or "A Good Try". If only two or three communications rated this high, you should review the art of

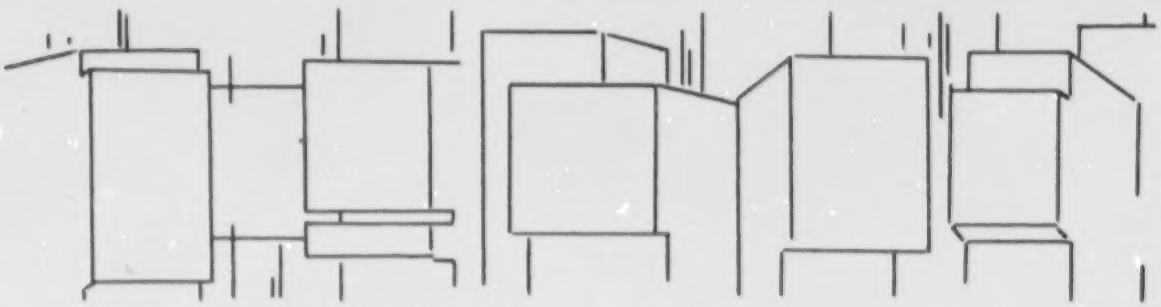
written communication formally. You may ask the teacher to help you plan your formal review. If none or only one of your communications rated "Fully Satisfactory" or "A Good Try", arrange an interview with your teacher immediately. Perhaps you should defer this course until you have obtained intensive instruction in the art of written communication.

If I did not meet the criteria for this test, what do I need to do about it?

Do I know where to get review information? Yes ____ No ____
If not, see page 11.

Participant's Resource-Log

COMMUNICATION A



memorandum

to: Head Librarian
from: Deputy Finance Officer, Finance Office
re: United Fund Drive

Please send me the name of a responsible member of your staff to serve on the United Fund Drive Committee for the Bureau. State individual's qualifications with emphasis on special capabilities useful in the forthcoming drive.

COMMUNICATION B

BUREAU OF COMMUNITY IMPROVEMENT: RESEARCH OFFICE

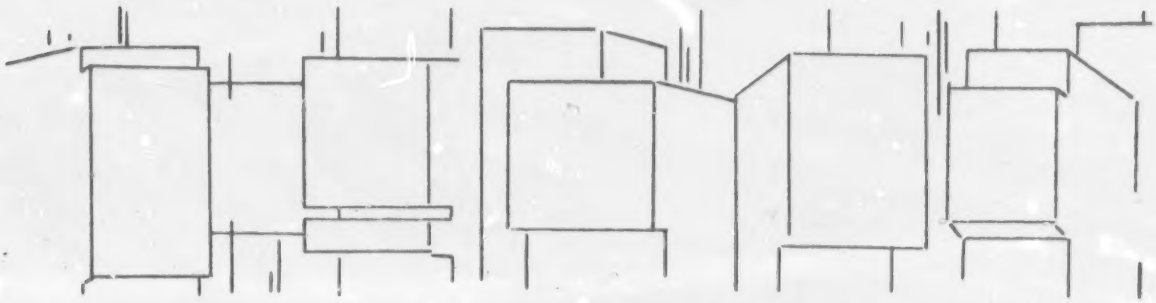
memorandum

to: Head Librarian
from: Agnes Morrison
re: Library hours

As a new researcher with the Bureau, I am spending quite a bit of overtime in the office trying to learn the ropes as quickly as possible. I have not needed to use the library as yet, but I foresee that I soon will. What are the hours the library is open? And how can I have access to it after the regular workday.

(Note: You have a pamphlet that tells hours, services, e , that you can send if you wish. The rule is: nobody gets in after . m.)

COMMUNICATION C



Bureau of Community Improvement

memorandum

to: Head Librarian
from: Administrative Assistant to the Chief, Personnel Office
re: Meeting on revision of the dress code for non-exempt personnel

---

The Chief wants to be certain that you can attend the meeting scheduled for Wednesday at 2 p.m. because so many of your employees are in the non-exempt category. How about it?

(Note: At 2 p.m. on Wednesday you have an appointment with Sam McDonald, a representative from a microfilm equipment company for a demonstration of some equipment you are considering for purchase.)

COMMUNICATION D

821 Juniper Street
Lansing, Michigan
September 10, 19x5

Head Librarian
Bureau of Community Improvement
P.O. Box 22935
Washington, D.C.

Dear Sir:

Thank you for notification of my appointment as an intern in your library beginning October 1, 19x5.

As I understand the terms of the appointment, I will be expected to work twenty hours per week for one year on rotating assignment throughout the library under your direction. During this time I am permitted to take course work toward the master's degree in library science at nearby Pumpkin Junction University. At the end of the year, I will be considered for permanent appointment to the Bureau library staff.

The Department of Library Science at PJU has informed me that, if I am working twenty hours per week, I will be permitted to register for only half the usual academic load, and it will take me two years to complete my degree. Obviously, it is to my financial advantage to work less, carry a full academic load, and complete my degree in one year. This letter is to notify you, therefore, that I accept the internship appointment, but will work in the Bureau library only ten hours per week.

Looking forward to seeing you October 1.

Sincerely,

Arthur B. Tallman

Arthur B. Tallman

(Note: You are authorized for twenty hour per week interns only, and all plans have been made for a group of six interns on that basis. It is too late to revise plans, It is also too late, in all probability, to get another applicant screened and appointed by the beginning date. You need all six interns to carry out the plan, and for future jobs in the library.)

COMMUNICATION E

memorandum

to: Head Librarian, Bureau of Community Improvement
from: Chief, BCI
subject: Attached letter.

Please draft a reply for my signature.

Boss — this must delivered at 9:10 A.M. today. Margie

COMMUNICATION E: ATTACHMENT

CIMC

Commission on Interagency Mission Coordination
Northwood Office Bldg. A273 · Bethesda, Maryland

Chief, Bureau of Community Improvement
P.O. Box 22935
Washington, D.C.

9/14/19x5

Dear Sir:

It is my understanding that federal libraries are required to cooperate with each other. However, the library of the Bureau of Community Improvement has been harassing the Commission Library and me personally for the past three weeks. They want me to return a book obtained from them on interlibrary loan. I am using this book in Commission work, and I cannot do without it.

It is just such instances of non-cooperation among agencies whose missions are complementary that the Commission is seeking to identify in order to eliminate waste in the federal complex.

Sincerely,
George Foster
George Foster, Commissioner

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Participant's Resource-Log

CHECKLIST FOR EFFECTIVE WRITING*

Directions: Read the checklist, then read the communication to be evaluated. Reread the checklist, marking each item "Yes" or "No".

	Y	N
1. Is the communication complete?	[ ]	[ ]

Ask yourself: What does the recipient already know about this subject? What does he need to know? What problems will he encounter in following up on this communication? Where can he go for further information?

Now check for:
- Names
- Dates
- Places
- Backgrounds
- Purpose
- Source for further information

2. Is the communication concise?	[ ]	[ ]

Ask yourself: What are the essentials of the message from the recipient's point-of-view? Does the communication state the essentials once? Are unessential words and phrases avoided?

Now check for:
- Redundancy
- Long-windedness
- Padding
- Beating around the bush

3. Is the communication clear?	[ ]	[ ]

Ask yourself: What kind of language will the recipient understand best--casual, technical, professional jargon,

*Based, in part, on: U.S. Department of Health, Education, and Welfare, Getting Your Ideas Across through Writing (Washington: Government Printing Office, 1950), 4-14.

Y N

legal, or some other? Are simple, direct words preferred to unusual or vague ones? Is the sentence and paragraph structure easy to follow? Is information presented logically?

Then check for: Appropriate language
Simplicity of structure
Logical presentation

4. Is the communication correct? [ ][ ]

Ask yourself: Will the recipient actually get information that is factually correct, in accordance with policy from this communication? Are all aspects of presentation of the communication correct?

Then check for: Facts
Figures
Names
Grammar
Spelling
Form

5. Is the communication appropriate in tone? [ ][ ]

Ask yourself: Will the recipient have friendly, cooperative feelings toward you as a result of this communication, or will he be antagonistic, insulted, or turned off?

Then check for: Stilted phrases
Legalistic tone
Indifference or antagonism
Governmentese

On the basis of your "Yes" and "No" checks give yourself an over-all rating on the communication you are judging:

Fully Satisfactory	A Good Try	Passable	Needs a Patch Job	Toss in File 13

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APPENDIX B

TRIAL IN-BASKET EXERCISE

Objective: To familiarize you with the in-basket technique.

Directions: You are the Head Librarian of the Bureau of Community Improvement, an agency of the U.S. Government. You have been attending a meeting in another agency, and you have just returned to your office. You have a luncheon engagement at 12:30 with a professional friend and a staff meeting with your Bureau Chief and other management personnel at 2 p.m. Your secretary, Marge, has placed the following items on your desk. Today is September 15, 19x5. It is 10 a.m.

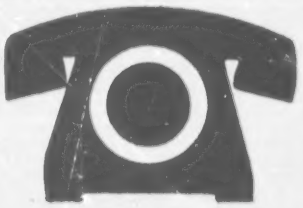
Read Communications A, B, C, D, and E. Rearrange them in the order in which you will act on them. List, below, your order of priority by placing the communication identification letters beside the numbers.

1. ____
2. ____
3. ____
4. ____
5. ____

Take each communication in the order in which you have listed it and write your response on a separate piece of paper. If your response will be a phone call, head it "Phone Call" and write the message. If your response will be action, head the paper "Action" and write what you would do. If your response will be a memo or a letter, head the paper "Memo" or "Letter" and write the message in appropriate form. Prepare a response for each communication.

Participant's Resource-Log

COMMUNICATION F



Message: Gail Burrows, President of the Washington Chaper, SLA, called to say that the Chapter Education Committee has three nominees for scholarships. They all sound promising. Please bring a Treasurer's statement with you to the meeting. Maybe aid can be squeezed out for more than one student. John has to catch a plane at 6 o'clock, so the meeting has been moved up to 3 p. m. at his office.

COMMUNICATION G

BUREAU OF COMMUNITY IMPROVEMENT

memorandum

Fiscal Directive No. 7201
Finance Office
September 13, 19x5

to: All supervisors with authorization to expend BCI funds
from: Bureau Finance Office
subject: Cessation of Expenditures

There will be no further expenditures of Bureau funds until notice to resume.

The Department reorganization now in process has resulted in a situation in which there are two accounting offices, each claiming jurisdiction over BCI. Until the matter can be resolved, no one knows for certain what constitutes the legal handling for invoices. Do not authorize any expenditures after September 15, 19x5.

If there are emergency problems, contact my office.

COMMUNICATION H

to: Head Librarian
from: Your neighbor, Randy Wright

September 15
9:40 a.m.

Your pedigreed dog has been struck by a hit-and-run driver. The dog seems to be in serious condition.

COMMUNICATION J

BUREAU OF COMMUNITY IMPROVEMENT
LIBRARY

memorandum

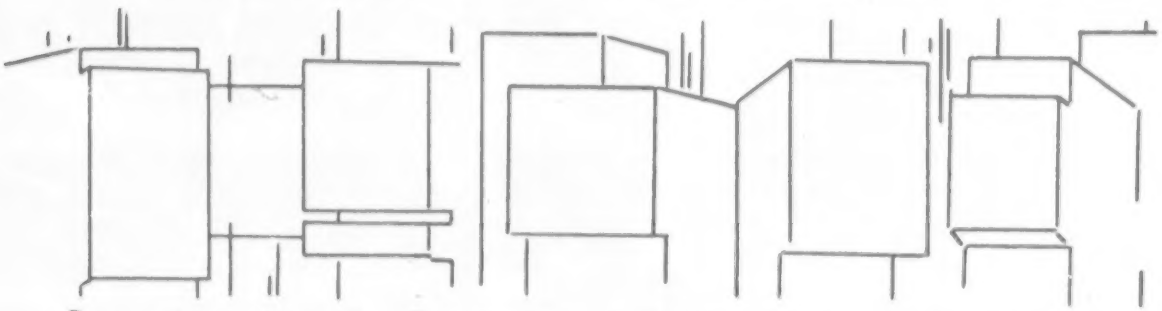
to: Head Librarian
from: Public Services Librarian
date: September 15, 19x5

subject: HELP!!!

For the past two weeks a group of new employees has been using the reading room as a social club. These five or six men have been hired for the recently authorized Low-Cost Mortgage Office; but, with no program funds available to the Office as yet, they have nothing to do. They read current periodicals, talk and joke with each other, thereby inconveniencing other library users. I've tried all the approaches I can think of. They are always courteous and cooperative, but as soon as I'm out of sight, they "forget". They are, of course, legitimate library users, but ----------what to do?

Participant's Resource-Log

COMMUNICATION K



Bureau of Community Improvement

memorandum

to: Head Librarian
from: Assistant Secretary for Administration
re: Proposed change of rules for use of copying machines

The present rule that only "authorized" personnel may use the copying machines -- with its fuzzy definition of who is to be authorized -- has caused considerable trouble. I am, therefore, considering the possibility of removing the requirement for authorization. Such a directive would make all employees eligible to use the copying machine on their own responsibility. This action would relieve the department of responsibility in relation to copying and would relieve us of the present policing activity. Would such a change in rules have any adverse implications for the Library?